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ABSTRACT

This document is a tool that is intended to assist school-based educator partners in understanding their own roles and the dimensions for growth that enable implementation of the program "Partners in Action: the Library Resource Center in the School Curriculum." The program involves the integration of information skills, literature, media, and information technology in the Brant County (Ontario) public schools. This handbook is for principals and vice-principals to help them move from print-oriented, library-based lessons planned only by the teacher-librarian to plans for learning through experience which are resource-based, curriculum integrated, and cooperatively planned lessons. It is the principal's role to facilitate the implementation of cooperative planning among librarians, teachers, and other professionals. Guidelines are given for selecting a teacher-librarian and defining the position, as well as for management under the Partners in Action approach. Appendixes include: (1) the Growth Profile, an implementation tool; (2) the Growth Profile User's Manual; (3) possible interview questions for selecting the teacher-librarian; and (4) some additional resources for program implementation, with suggestions for the program process, transitional periods, time management, and library collection development. (SLD)

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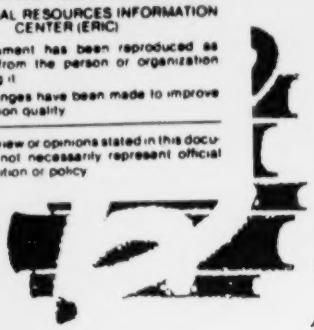

The Brant County Board of Education

"Opportunities For All"

Partners in Action Growth Profile

Principal's Handbook

Elementary Support Document

IR055085

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1.0 Key Concepts

1.1 The Learner

"Recognizing the diversity of individual abilities and interests, the Ministry views the learner as an active participant in education, who gains satisfaction from the dynamics of learning. The concept of the learner as a mere processor of information has been replaced by the image of a self-motivated, self-directed problem-solver, aware of both the processes and uses of learning and deriving a sense of self-worth and confidence from a variety of accomplishments."

(Issues and Directions, June 1980, p.2)

The goal of Partners in Action: the Library Resource Centre in the School Curriculum is cooperation by the Teachers, Teacher-Librarian, Principal and Coordinator to develop this life-long learner through the instructional strategy of resource-based learning.

1.2 To Principals and Vice-Principals:

Programs in school library resource centres have changed dramatically. With the issuing of Partners in Action: the Library Resource Centre in the School Curriculum, movement from lessons that were print-oriented, library-based and planned only by the teacher-librarian, to learning experiences for students that are resource-based, curriculum integrated and cooperatively planned, has created more challenging roles for the teacher-librarian, principal and the teachers.

This Partners in Action Growth Profile Principal 's Handbook is intended to assist you to facilitate a dynamic, collaboratively developed library resource centre program that will help to prepare students for life-long learning in the information age.

1.3 Resource-Based Learning

Resource-based learning is an instructional approach that involves the selection of a wide range of activities, locations and resources to create curriculum plans that actively involve the participants, and address their learning needs and styles.

1.4 Cooperative Programming

"The principal, in consultation with the teacher-librarian and teachers, facilitates the implementation of cooperative programming by encouraging, supporting, monitoring, evaluating and refining cooperative programming within the school." p.6 Partners in Action Growth Profile.

"Cooperative programming consists of planning, instruction and evaluation. It may be done by the teacher-librarian and one or more classroom teachers and may include other staff such as L.R.T.'s." p.10

1.5 Partnerships

It is the responsibility of all the partners at the school and board levels, to work cooperatively towards the common goal of developing students who are life-long learners. The success of each partner is interdependent with that of the others. The level of growth towards implementation of Partners in Action, as described in the Partners in Action Growth Profile , is dependent upon that of the other partners. The constraints of time, facilities, staffing and budget may limit what the partnership is able to accomplish. A school with less than a full time teacher-librarian will need to place cooperative programming and flexible timetabling as priorities.

1.6 Roles

The Role of the Principal

The principal is the leader of educators in the school. The principal plans and manages the changes needed to fully integrate the library resource centre program into the school curriculum (p.15 - 17 P.I.A.) The principal facilitates and supports teacher and teacher-librarian growth in the implementation of Partners in Action.

Planning:

- become familiar with Partners in Action, the Partners in Action Growth Profile and its support materials
- contact the Coordinator of Media Services to discuss and clarify the implementation of Partners in Action
- arrange a meeting with the teacher-librarian to:
  - discuss the present program
  - formulate goals
  - develop an action plan

Encouraging Cooperative Programming:

- encourage cooperative programming by:
  - supporting the library resource centre program at every opportunity (see p.20, P.I.A.)
  - facilitating regular opportunities for cooperative programming
  - inviting the Coordinator of Media Services to assist in planning sessions
  - sending teams of teacher and teacher-librarian to inservice series that offer opportunities for cooperative programming
  - using support materials developed by the Coordinator of Media Services as a springboard for planning e.g. videotapes
  - encouraging the teacher-librarian to refresh his/her classroom experience

Communicating:

Together with your teacher-librarian:

- meet regularly to discuss library resource centre program and long-range plans (Monthly and Year End Cooperative Programming Charts and Library Resource Centre Plan)
- include library resource centre items on staff meeting agendas
- include a library resource centre news section in your school newsletter
- inform parent groups about the library resource centre program (pamphlet available from your teacher-librarian or the Coordinator of Media Services)

The Role of the Teacher-Librarian

With the issuing of Partners in Action: the Library Resource Centre in the School Curriculum in 1982 and with the commitment of the Brant County Board of Education to this resource guide, the role of the teacher-librarian has become more complex and challenging. The three areas of responsibility outlined in the Partners in Action Growth Profile are Curriculum and Instruction, Educational Leadership and Management.

The teacher-librarian is a curriculum leader in the school. The teacher-librarian is a teacher who possesses specialized skills in the area of resource-based learning and cooperative programming. The teacher-librarian works with teachers to collaboratively integrate literature, media, technology and information skills with the learning program through cooperative planning, teaching and evaluation. The teacher-librarian's knowledge and management of resources enables effective access to and matching of resources to student learning needs through this collaborative process.

Points to Consider In Supporting the Teacher-Librarian In This Role:

- Teacher-librarians must see themselves as curriculum and instructional leaders, and feel comfortable in playing a leadership role if an effective library resource centre program is to be implemented.

- It is possible for a teacher-librarian to be an educational leader without giving inservice programs; but the teacher-librarian must also develop other avenues for influencing peers, such as modeling strong professional relationships.

- The teacher-librarian must clearly understand the vision and the change process. It is necessary to be committed to change, but flexible in attitude toward the process of change.

- Teacher-librarians plan, organize, and direct, but often do not see themselves as innovators. Principals need to encourage teacher-librarians to look at what their personal level of readiness is and explore ways that they can adapt their leadership style. (see Implementing Change: A Cooperative Approach, 1989, p.27, available at Professional Library)

The Role of the Teacher

The teacher is the classroom leader. The teacher plans and directs learning experiences with attention to the needs, styles and interests of the learner, curriculum goals and objectives and appropriate strategies and resources. The teacher determines when cooperative programming will be most appropriate to the needs of the students and then works with the teacher-librarian to plan, teach and evaluate to meet student learning needs.

The teacher 's responsibilities in the partnership also lie within the three dimensions of Curriculum and Instruction, Educational Leadership and Management. The Partners in Action Growth Profile and the P.I.A. document outline these responsibilities

Points to Consider In Supporting The Teacher in This Role:

.Research on the relationship between teacher characteristics and effective change is inconclusive. Level of education and years of teaching experience do not matter that much (Fullan, 1982, p.72). However, more experienced teachers are less inclined to change classroom practice.

.It is important for teacher-librarians to capitalize upon the strengths of teachers, and to select as initial planning partners those teachers who share similar attitudes and beliefs about student learning and whose skills and experience are complementary.

.One teacher trait related to successful implementation is the teacher's sense of efficacy, which is defined as "a belief on the part of the teacher that he or she could help even the most difficult or unmotivated students" (Fullan, 1982, p.72). It is important that teachers understand and believe that cooperative programming can make a difference for their students.

.Teachers on-the-job experience primarily involves learning the tricks of the trade, rather than grappling with changes in underlying beliefs and practices. Teachers need more information and time to reflect on these experiences as a way to improve their teaching practice.

The Role of the Coordinator of Media Services

The Coordinator of Media Services, may assist in the following aspects of the library resource centre program, depending on the needs of the individual, school or system.

Facilitating the Implementation of Partners in Action

at the system level by:

.inservicing through workshops and BETLA meetings
.involving teacher-librarians and their partners in curriculum writing and presenting
.informing teacher-librarians, principals and teachers of professional materials, conferences, seminars...

at the school level by:

.planning and presenting with the teacher-librarian and principal, workshops on:
- -Partners in Action
- -Partners in Action Growth Profile
- -The Library Resource Centre Program
- -Cooperative Programming
- -Resource-Based Learning

.participating in cooperative programming by teacher, grade, division or school

at the individual level by:

.supporting, encouraging and facilitating professional growth plans through:
- -consultation
- -coaching
- -arranging visitations and peer coaching

Selecting School Library Resource Centre Staff

.consulting with the principal to discuss interview process and questions (see Appendix C)

Designing Library Resource Centres

.arranging visits to see library resource centres in our Board and other Boards
.developing a plan with the principal and teacher-librarian
.recommending library resource centre furniture and equipment

Developing the Collection

.providing guidelines for collection development
.recommending print and non-print resources
.arranging buying trips and displays

The Role of the Superintendent

The superintendent is a system educational leader and manager, with responsibilities for a specific family of schools. The superintendent is critical to the successful implementation of curriculum, and therefore Partners in Action: The Library Resource Centre in the School Curriculum .

The superintendent may facilitate the implementation of Partners in Action by:

. modeling how we should think and talk about the innovation (Fullan, 1991)

. assisting the principal with planning for the implementation of Partners in Action

. supporting Partners in Action through attention to personnel and other budget needs

. advocating the library resource centre program with the trustees and the community

. monitoring and encouraging the growth of the implementation through:
- discussion of the Partners in Action Growth Profile and its use in implementation
- review of the Cooperative Program Planning and Teaching - The Year in Review chart
- involvement in the professional growth strand process
- enquiries as to the implementation of Partners in Action using the following sample questions:

Questions the Superintendent Might Ask the Principal

1. Does the teacher-librarian prepare written goals/a library resource centre plan?
2. How is this plan shared with the staff?
3. How is the library resource centre plan congruent with the school plan?
4. To what degree are resource-based learning and cooperative programming incorporated in teachers' long-range plans and curriculum units?
5. How do you perceive student use of the library resource centre and its facilities?
6. How do you perceive staff use of the library resource centre and its facilities?
7. Are you satisfied with the implementation of Partners in Action to date in your school? What strategies will be employed to further the integration of the classroom program with the library resource centre?
8. To what extent is the teacher-librarian available for planning during school hours? (This can be a real problem for part-time teacher-librarians and schools with large enrollments.)
9. How is planning time for cooperative programming managed?
10. Does the library resource centre have a flexible timetable? How does it operate?
11. Is the library resource centre available to students continuously throughout the school day?
12. Is the library resource centre program disrupted by preparation time or lack of space?
13. How is the teacher-librarian involved in the teaching of learning strategies and skills?
14. Has an information/learning skills continuum been adopted for your school?
15. How is the teacher-librarian involved in the evaluation of students' work?
16. Is the teacher-librarian performing a significant role in the reading development of students?
17. How does the teacher-librarian participate in staff meetings?
18. To what extent are the staff involved in the recommendation and selection of materials for resource-based learning?
19. How is the library resource centre budget determined/allocated in order to support resource-based learning?
20. What areas of concern do you have: facilities, staffing, equipment, resources, other?

Questions the Superintendent Might Ask the Teacher-Librarian

1. What are the goals of the library resource centre program for the year? What strategies have you identified in your Library Resource Centre Plan to achieve these goals?
2. How do you share these goals with other staff members?
3. What are the most frequent uses of the library resource centre by students?
4. In which directions would you like to see students' use of the library resource centre develop?
5. How is the Information/Learning Skills Continuum used in cooperative programming?
6. Are you better able to meet the growing individual student needs with cooperatively planned units?
7. How are you involved in evaluation of students' work?
8. How do you involve teachers in collection development?
9. How do you balance organizational tasks and program needs?
10. What areas of concern do you have: facilities, staffing, equipment, resources, other?

Questions the Superintendent Might Ask the Teacher

1. In what ways do your students use the library resource centre?
2. In what ways do you involve the teacher-librarian in your program?
3. Are you better able to meet the growing individual student needs with cooperatively planned, taught and evaluated units?
4. Is an Information/Learning Skills Continuum integrated into curriculum units?
5. What evidence do you see that students are becoming independent life-long learners?
6. How is the teacher-librarian performing a significant role in the reading development of students?
7. What changes would you like to see in the library resource centre facilities and program concerning the following:
   - a. learning strategies
   - b. critical thinking
   - c. problem-solving
   - d. research process
   - e. learning styles and needs
   - f. independent study
   - g. evaluation
   - h. reading development and enjoyment

2.0 Implementing the Library Resource Centre Program

The Partners in Action Growth Profile is a tool which is intended to assist the school based Partners in understanding their roles, and the key dimensions for growth that enable the implementation of Partners in Action: the Library Resource Centre in the School Curriculum.

2.1 Curriculum and Instruction

2.1.1 Cooperative Programming

- is a process for collaboratively planning, teaching and evaluating (see Appendix E for Cooperative Program Planning Process)
- involves the teacher-librarian and one or more teachers
- depends upon the facilitation of the principal in terms of time available for Partners in Action planning, teaching and evaluating, encouragement of written planning strategies and expectations for cooperative unit planning (see page 6, Growth Profile, Appendix A)
- involves each teacher cooperatively planning a minimum of two units per year with the teacher-librarian
- works well when either the teacher-librarian or the teacher initiates the cooperative programming
- is facilitated when the teacher-librarian uses the Monthly and Year End Cooperative Programming Charts to support a regular dialogue with the principal as to the status of cooperative programming in the school
- is facilitated when the teachers and teacher-librarian use the Monthly and Year End Cooperative Programming Charts to time-manage their cooperative programming units (see Appendix D)

2.1.2 Program and Instruction

The Library Resource Centre program involves the integration of information skills, literature, media and information technology with the school curriculum through cooperative programming

A variety of instructional strategies and approaches should be used by the teacher-librarian and teachers in their cooperative planning, teaching and evaluating, to meet the learning needs of the students. (see Teacher-Librarian Resource Book, Section 3: Curriculum, for sample units of study)

2.1.3 Evaluation

As the planning and instruction of a learning experience can be accomplished through cooperative effort, so can evaluation. The amount of partnering in evaluation will depend on what arrangements were made during the planning of the learning experience. In addition to student evaluation the partners must also evaluate the unit to determine how to modify the objectives/learning outcomes, activities, management and evaluation for future use.

. Evaluation is a critical component of the curriculum cycle.

. Evaluation strategies and tools should be developed as part of the planning process.

. The teacher-librarian and teacher should be evaluating student process and product.

. An important part of the unit is the collaborative evaluation of the unit in process and upon completion of the unit.

. Information skills should be evaluated by both the teacher and teacher-librarian, as an ongoing process throughout the year, with a summative evaluation at year end.

2.2 Educational Leadership

The teacher-librarian should be a key player in the implementation of change within the school.

.The teacher-librarian should work with the principal as a curriculum leader within the school

.The teacher-librarian assists in the professional growth of staff as they collaborate to develop and implement unit plans to meet student needs

.The principal provides guidance and professional growth opportunities to develop teacher-librarian leadership skills

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2.2.1 Selecting a Teacher-Librarian

QUALITIES OF A TEACHER-LIBRARIAN

.superior interpersonal skills with children and adults - flexible, professional, cooperative, enthusiastic

.excellent teaching ability
.wide variety of teaching experiences
.effective curriculum planner
.organizational ability
.effective leadership skills
.committed to professional growth
.dedicated to the love of learning and literature

QUALIFICATIONS

Principals are encouraged to hire teacher-librarians who have specialist qualifications in school librarianship or are working towards specialist qualifications.

QUESTIONS FOR INTERVIEWS
(see Appendix C for a list of sample interview questions)

2.2.2 Goal Setting

The Library Resource Centre Program Plan is the long range plan to support the Partners in Action Program in the school.

The plan should be based on the Partners in Action and Partners in Action Growth Profile documents. The plan should reflect the goals outlined in the school plan.

Development of the Library Resource Centre Program Plan

the teacher-librarian is responsible for the development of the plan in consultation with the principal, teachers and Coordinator of Media Services

the plan should answer these questions in relation to your school:

.Where are we now?
.Where are we going?
.How are we going to get there?
.How will we know?

the plan should identify three goals for growth in the implementation of Partners in Action. One goal should be chosen from each of the Partners in Action Growth Profile dimensions of:

.Curriculum and Instruction
.Educational Leadership
.Management

2.2.3 Communication

Regular and ongoing communication between the principal and teacher-librarian will support and facilitate the implementation of the Library Resource Centre Plan.

2.3 Management

2.3.1 Timetabling Issues

In order to fully implement Partners in Action, an open, flexible timetable is essential.

In order to ensure an effective Partners in Action program, a teacher-librarian should not cover preparation time, unless required by staffing factors assigned by senior administration in accord with the contract.

The library resource centre should be open the first day of school.

The circulation of resources to students ends at the beginning of the second to last cycle in June, for inventory.

The final closing date should be negotiated with the principal.

Some extracurricular time should be provided for staff and student access to the library resource centre and the teacher-librarian.

2.3.2 Budget Considerations

Resource-based learning depends upon access to a wide variety of print and non-print resources for student learning. In order to support resource-based learning, the teacher-librarian, in consultation with the staff and principal, develops and reviews annually a collection development action plan. (see Appendix D)

PROGRAM BASED BUDGET

A program-based budget identifies learner and resource needs and specific program requirements and presents a request for funds based upon those requirements. As a part of the yearly budget submission made to the principal, the teacher-librarian should include:

brief statement of rationale

specific requests based on the collection development action plan

anticipated expenditures

As a guideline the principal should allocate from 10% to 20% of the school budget to the library resource centre.

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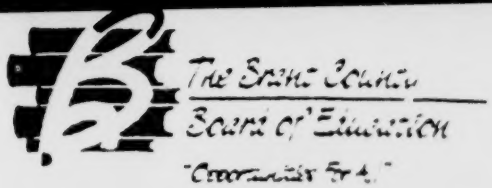
2.3.3 Selection and Challenged Materials Procedures (Censorship)

The "Selection of Learning Resource for School Library Resource Centres" guidelines are found in the Elementary Library Resource Centres Procedures Manual in your library resource centre. (see Appendix D)

It is the responsibility of the teacher-librarian, in consultation with the staff and principal to use these Board guidelines as a beginning point in establishing school selection guidelines.

The procedures and forms to be used in the case of a parent or community member challenging a learning resource are located in Appendix D.

APPENDIX A



PARTNERS IN ACTION

The Library Resource Centre
in our Schools' Curriculum

GROWTH PROFILE

An Implementation Tool For the
Library Resource Centre Program

The Brant County Board of Education
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VISION

The Partners in Action Growth Profile is designed for the use of the in-school partners identified in the Ministry Document, Partners in Action: The Library Resource Centre in the School Curriculum: the teacher, the teacher-librarian and the principal.

The intent is for the Profile to be used as a tool by the individual partners to assist them in understanding their roles, and the key dimensions for growth that enable the implementation of Partners in Action: The Library Resource Centre in the School Curriculum.

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Gail Rhodey	Teacher-Librarian	St. George-German School
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Stan Worosz	Principal	North Ward School

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20 A

HOW TO USE THE PROFILE

A. READING THE PROFILE

The Partners in Action Growth Profile is organized into four sections. The colour coding for the sections is as follows:

Introduction	white	Teacher-Librarian	blue
Teacher	yellow	Principal	pink

Profile Organization:

Role Summary This is a brief outline of the role of the partner and the dimensions and sub-dimensions identified as key for the partner in implementing Partners in Action: The Library Resource Centre in the School Curriculum.

Profile This is a Growth Profile which articulates the key dimensions, strands and levels for growth needed for the implementation of Partners in Action.

Dimensions Within each role there are certain dimensions of behaviour which are key to the implementation of Partners in Action e.g. Curriculum and Instruction. Within each dimension there are sub-dimensions, so that under Curriculum and Instruction there are the three sub-dimensions of Cooperative Programming, Program and Instruction and Evaluation.

Strands Within each sub-dimension there are growth strands consisting of four levels of growth. Examples of strands under the sub-dimension Cooperative Programming are Frequency and Planning Strategies.

Levels Each strand articulates four levels of growth:

Entry	an awareness or beginning level
Developement	a skill building level
Effective	an effective use level
Refined	an adaptation and extension level

B. USING THE PROFILE

The Profiles are intended to be used as tools by individuals to enable them to clarify the critical components or dimensions of growth needed to implement Partners in Action: The Library Resource Centre in the School Curriculum.

The Profiles might be used by individuals to assist in self-evaluation, peer-coaching, setting specific goals for professional growth or in developing a professional growth plan.

ASSUMPTIONS

- ✔ THE PROFILES SHOULD BE USED IN A WAY THAT PROTECTS THE INTEGRITY OF THE STUDENTS AND THE PARTNERS.
- ✔ IT IS ALL RIGHT TO BE AT ANY LEVEL, PROVIDED PARTNERS ARE WORKING TO IMPROVE THEIR IMPLEMENTATION OF PARTNERS IN ACTION: THE LIBRARY RESOURCE CENTRE IN THE SCHOOL CURRICULUM.
- ✔ IT IS HIGHLY UNLIKELY THAT ANY PARTNER WILL BE AT THE SAME LEVEL IN ALL DIMENSIONS.

C. OTHER DOCUMENTS

The Partners in Action Growth Profile supports and clarifies our understanding of Partners in Action: The Library Resource Centre in the School Curriculum, the Teacher-Librarian Resource Book, the Research -Study Skills Continuum, and the Elementary Library Resource Centre Procedures Manual.

The Partners in Action Growth Profile is intended to be inserted into the Teacher-Librarian Resource Book as section 2.3 under "Partnership".

PARTNERS IN ACTION GROWTH PROFILE: PRINCIPAL

CURRICULUM & INSTRUCTION

Cooperative Programming	Resource Based Learning	Information Skills

EDUCATIONAL LEADERSHIP

Belief	Communication	Professional Growth

MANAGEMENT

Flexible Timetable	Goal Setting	Support

PARTNERS IN ACTION GROWTH PROFILE

PRINCIPAL

CURRICULUM AND INSTRUCTION

The principal is the educational leader in the school. The principal plans and manages the changes needed to fully integrate the library resource centre program with the school curriculum (pp.15-17 P.I.A.). The principal facilitates and supports teacher and teacher-librarian growth in the implementation of P.I.A.

COOPERATIVE PROGRAMMING

The principal, in consultation with the teacher-librarian and teachers, facilitates the implementation of cooperative programming by encouraging, supporting, monitoring, evaluating and refining cooperative programming within the school.

RESOURCE-BASED LEARNING

The principal actively demonstrates a valuing of resource-based learning by incorporating it as an essential component of his/her vision and goals and by expecting and facilitating teacher and teacher-librarian implementation of this instructional/learning strategy.

SCHOOL BASED INFORMATION SKILLS CONTINUUM

The principal, in consultation with the teacher-librarian, provides leadership and support in the development, implementation and review of the school information skills continuum.

PARTNERS IN ACTION GROWTH PROFILE

PRINCIPAL

EDUCATIONAL LEADERSHIP

Resources to assist the principal include the Coordinator of Media Services (see Appendix A) and the Partners in Action Growth Profile Principal's Handbook.

BELIEF IN CONCEPT

The principal believes that the teacher-librarian and the library resource centre are an integral part of the school program and child learning success and integrates this belief with his/her vision of effective instructional strategies.

COMMUNICATION

The principal consistently communicates the role of the teacher-librarian and the library resource centre and their importance to child learning success to students, teachers, parents, board personnel, trustees and the community.

PROFESSIONAL GROWTH

The principal enables the professional growth of the teacher-librarian and teachers by providing opportunities for goal setting, problem solving and professional development and a climate where professionalism, innovation and respectful interaction are valued.

PRINCIPAL

MANAGEMENT

FLEXIBLE TIMETABLE

The principal, in consultation with the teacher-librarian and teachers, ensures that all learning activities are flexibly scheduled into the library resource centre.

GOAL SETTING

The principal enables the teacher-librarian and teachers to set and review goals relating to the implementation of Partners in Action.

SUPPORT

The principal, in consultation with the teacher-librarian, organizes e.g. staff planning time, facilities, resource and support personel to meet Partners in Action Phase III program goals (pp. 16-17).

PARTNERS IN ACTION GROWTH PROFILE : TEACHER-LIBRARIAN

CURRICULUM and INSTRUCTION

Cooperative Programming

- Frequency
- Planning Strategies
- Unit Planning

Program and Instruction

- Resource Based Learning
- Information Skills
- Literature and Media Integration
- Literature Awareness and Selection Skills
- Media Literacy
- Technology

Evaluation

- Student
- Unit
- Information Skills

EDUCATIONAL LEADERSHIP

- Advocacy
- Communication
- Professional Growth

MANAGEMENT

- Flexible Timetabling
- Goal Setting
- Systems
- Collection Development

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER - LIBRARIAN**

CURRICULUM AND INSTRUCTION: Cooperative Programming

Cooperative programming consists of planning, instructing and evaluating. It may be done by the teacher-librarian and one or more classroom teachers and may include other staff such as L.R.T.'s. The principal facilitates this process.

Entry	Development	Effective
1: FREQUENCY		
The teacher-librarian spends 33% to 49% of his/her time with staff and students.	The teacher-librarian spends 50% to 65% of his/her time with staff and students.	The teacher-librarian spends 66% to 79% of his/her time with staff and students.
2. PLANNING STRATEGIES		
The teacher-librarian uses informal discussion as a planning strategy.	The teacher-librarian uses an informal written planning strategy.	The teacher-librarian uses a single formal written planning strategy.
3. UNIT PLANNING		
The partners articulate resources, activities and management strategies.	The partners articulate resources, activities and management strategies clearly and begin to describe objectives and evaluation strategies.	The partners cleary articulate in a written plan resources, activities, and management strategies, and develop effective objectives and evaluation strategies.

Refined	
The teacher-librarian spends 80% of his/her time with staff and students.	**Sample Planning Strategies:** Informal - talking in the hall or at break - jotting down activity ideas - brainstorming - questioning
The teacher-librarian uses a variety of informal and formal planning strategies to facilitate cooperative planning with each teacher.	Formal - using a planning guide for writing a plan - using the cooperative programming planning sequence - using monthly program planning chart - using an information skills continuum checklist * See - Teacher-Librarian Resource Book - 3.3 Planning Tools - 3.5 Sample Partners in Action Units
The partners clearly articulate and interrelate a written plan, objectives, evaluation, strategies, resources, activities and management strategies to meet the needs of the children.	**Types of Units** Major - 3-6 weeks Minor - 1-2 weeks Mini - up to one week (Approx. 40 minutes per day)

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER - LIBRARIAN**

CURRICULUM AND INSTRUCTION: Program and Instruction

The program involves the integration of information skills, literature, media and technology with the school curriculum. A resource based program enables the teacher and teacher-librarian, to cooperatively accomplish this integration.

Entry	Development	Effective
1. RESOURCE BASED LEARNING		
Partners plan learning experiences incorporating limited resources.	Partners plan learning experiences based on a wide variety of resources.	Partners plan learning experiences based on student interaction with a wide variety of resources that meet student learning needs.
2. INFORMATION SKILLS		
Partners plan, teach and evaluate information skills development through one unit.	Partners plan, teach and evaluate information skills development from one unit to another.	Partners plan, teach and evaluate to develop information skills through several units during the year.
3. LITERATURE AND MEDIA INTEGRATION		
Partners use some literature and media for its own sake.	Partners use a limited range of literature and media to motivate learning.	Partners use a range of literature and media in a limited number of ways to develop concepts, skills and attitudes.

Refined
Partners plan learning experiences that focus on student interaction with a wide variety of resources appropriate to student learning needs and development along the information skills continuum.
Partners plan teach and evaluate to develop information skills through the year. The teacher-librarian uses this information to plan with the next year's teacher.
Partners use a wide range of literature and media in a variety of ways to develop concepts, skills, and attitudes and meet student learning styles and needs.

Resource-Based Learning:

"Planned education programs that actively involve students in meaningful use of a wide range of appropriate print, non-print and human resources."
P.I.A. p.6

Learning Strategies:

The learning strategies needed to apply information skills are found in the Growth Profile support document Learning to Learn.

Information Skills:

Information Skills are the result of a school's adaptation of the Brant County "Research Study Skills" continuum. Other Brant County skills continuums may be of assistance.

Literature:

folktales, novels, short stories, poetry, picture books, biographies ...

Media:

T.V., radio, computer software, laser discs, film, filmstrip, video tapes, audio tapes, slides, multi-media kits and mass media (newspapers, periodicals).

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER-LIBRARIAN**

CURRICULUM AND INSTRUCTION: Program and Instruction

Entry	Development	Effective
4: LITERATURE AWARENESS AND SELECTION SKILLS		
Partners provide a variety of age appropriate literature.	Partners introduce a variety of age and interest appropriate literature and assist children with book selection.	Partners use a variety of good literature to help children develop the ability to select literature based on their individual interests, skills and needs.
5. MEDIA LITERACY		
Partners plan learning experiences incorporating limited media resources.	Partners plan learning experiences based student interaction with a wide variety of media resources.	Partners plan learning experiences that focus on student interaction with a wide variety of media resources appropriate to student learning styles and needs.
6. TECHNOLOGY		
The teacher-librarian uses media technology to facilitate student learning and is aware of the potential of computer technology for student learning and library resource centre management.	The teacher-librarian develops skills required to use media and computer technology with students and some management functions.	The teacher-librarian uses media and computer technology to facilitate student learning and uses computer technology to facilitate some management functions.

Refined
Partners introduce a variety of good literature and develop readers who independently and critically select books to meet and expand their interests and abilities.
Partners plan learning experiences that focus on student interaction with a wide variety of media resources that meet student learning needs to help develop media-literate learners.
The teacher-librarian incorporates new technology as a tool for student learning and library resource centre management. The teacher-librarian incorporates technology as a strategy to be used in cooperative programming.

Literature Awareness
This is experiencing and understanding a variety of types of literature.

Selection Skills:
These skills focus on the ability to choose appropriate print materials and to critically evaluate them.
* See - Growing with Books:

Media Literacy:
This is the understanding of how and why media is produced and the critical evaluation of its affect on us.
* See - Media Literacy, Intermediate and Senior Divisions, 1989

Technology:
This term refers to information technology, specifically computer catalogues, data bases and media technology such as VCR's and video cameras.

* See - Objectives for Using Computers Across the Curriculum K-8, 1986, p.3, 2.2.6 Research/Learning Skills.

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PARTNERS IN ACTION GROWTH PROFILE - **TEACHER - LIBRARIAN**

CURRICULUM AND INSTRUCTION: Evaluation

As the planning and instruction of a learning experience can be accomplished through a cooperative effort, so can the evaluation. The amount of partnering in evaluation will depend on what arrangements were made during the planning of the learning experience. In addition to student evaluation the partners must also evaluate the unit to determine how to modify the objectives, activities, management and evaluation for future use.

Entry	Development	Effective
1: STUDENT		
Partners evaluate independently.	Each partner is responsible for evaluation during separate but cooperatively planned learning experiences.	Partners share responsibility for part of the evaluation during the cooperatiuvely planned and taught learning experience.
2. UNIT		
Partners independently evaluate at the conclusion of the unit.	Partners independently evaluate on an ongoing basis as well as at the conclusion of the unit.	Partners cooperatively evaluate at the conclusion of the unit.
3. INFORMATION SKILLS		
Partners use the skills continuum as a resource.	Partners use the skills continuum as a checklist to assist in planning and evaluation.	Partners adapt the skills continuum to student and curriculum needs as they plan, instruct and evaluate each year.

Refined	
Partners share the responsibility, for co-operatively evaluating on an ongoing basis the process and the product(s) of the learning experiences.	**Partnering:** This term refers to the cooperative process. * See - Teacher-librarian Resource Book Elementary - 3.3.4 Student Evaluation - "Brant County Evaluation Policy."
Partners cooperatively evaluate on an ongoing basis as well as the conclusion of the unit.	* See - Teacher-Library Resource Book Elementary - 3.5 Sample Partners in Action Units
Partners review and adapt the skills continuum to student and curriculum needs by division.	**Skills Continuum Review Frequency:** The skills continuum is reviewed and adapted by division on a two to three year cycle, so that one division reviews the continuum each year.

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER - LIBRARIAN**

EDUCATIONAL LEADERSHIP

The teacher-librarian and principal share the responsibility for leadership in implementing Partners in Action.

Entry	Development	Effective
1. ADVOCACY		
The teacher-librarian and principal understand the vision of PARTNERS IN ACTION and informally build teacher awareness.	The teacher-librarian and principal provide information in the form of the document, sample units and management tools in staff meetings to develop a positive image of P.I.A. and its implementation.	The teacher-librarian and principal use a variety of communication strategies and provide on-going inservice opportunities for staff.
2. COMMUNICATION		
The teacher-librarian communicates his/her vision of P.I.A. using one or two startegies.	The teacher-librarian communicates his/her vision of P.I.A. using several strategies.	The teacher-librarian communicates his/her vision of P.I.A., beginning to adapt his/her style and strategies to the individual or group with which he/she is communicating.
3. PROFESSIONAL GROWTH		
The teacher-librarian attends professional growth opportunities in teacher-librarianship.	The teacher-librarian participates in professional growth opportunities in teacher-librarianship in curriculum and instruction, educational leadership and mamagement.	The teacher-librarian seeks opportunities for professional growth in teacher-librarianship, in curriculum and instruction, educational leadership and management.

Refined
The teacher-librarian and principal maintain a vigorous, clear and ongoing program advocacy to interpret and communicate what a quality library resource centre program should be for teachers, administration, students, parents and the community.
The teacher-librarian communicates a clear, consistent, positive vision of P.I.A., adapting communication style and strategies to each individual or group.
The teacher-librarian determines his or her professional needs and develops goals and an action plan for professional growth.

Communication Strategies:

- professional planning and presentation of proposals
- active and passive listening
- questioning
- conflict resolution
- problem-solving
- marketing e.g. - guidebook for staff philosophy
  philosophy,
  policies,
  procedures
  - staff meeting reports
  - inservice for staff, for parents
  - newsletters
  - brochure for parents on your library resource centre
  - displays

* see - Partners in Action: The Library Resource Centre in the School Curriculum, p.p. 38-40.
- Implementing Change: A Cooperative Approach Ch. 5- "Communicating For Change" (Professional Library - 020.7 AUS)
- Teacher-Librarian Resource Book Elementary - 5.1 Communications

Professional Growth Opportunities:

- networking
- workshops, conferences (attending and presenting)
- professional organizations e.g. B.E.T.L.A., O.S.L.A., A.T.L.C.
- professional reading
- Ministry and University Courses
- Committee work
- peer coaching

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER - LIBRARIAN**

MANAGEMENT

Well managed Library resource Centres are necessary to enable Teacher-Librarians to focus on their primary role in CURRICULUM AND INSTRUCTION.

Entry	Development	Effective
1. FLEXIBLE TIMETABLING		
The teacher-librarian, in consultation with the principal, sets up a timetable with some regularly scheduled classes, leaving the rest of the time open for P.I.A. planning and teaching and administration.	The teacher-librarian, in consultation with the principal, sets up a timetable with the majority of the time open for P.I.A. planning and teaching.	The teacher-librarian, in consultation with the principal, sets up an open, flexible timetable to accommodate P.I.A. planning and teaching.
2. GOAL SETTING		
The teacher-librarian develops unwritten general goals.	The teacher-librarian develops written goals based upon P.I.A. and shared with the principal.	The teacher-librarian develops written goals based upon P.I.A., and consultation* with the principal and staff.
3. SYSTEM		
The teacher-librarian develops systems for organizing and circulating learning resources and A/V equipment.	The teacher-librarian, in consultation with the principal, develops policies and procedures for the organization and circulation of learning resources and A/V equipment.	The teacher-librarian, in consultation with the principal and teachers, develops policies and procedures for: - the organization and circulation of learning resources and A/V equipment - the organization and use of facilities and support staff (e.g. volunteers)

Refined	
The teacher-librarian in consultation with the principal and staff, sets up an open, flexible library resource centre timetable, to meet the learning needs of all students and the planning and program needs determined by the partnerships.	**Goal Setting** In order to establish direction and priorities for the library resource centre teacher-librarians plan for the coming year by identifying what they hope to achieve in the context of the school plan. (Library Resource Centre Plan.)
The teacher-librarian develops annual written goals based upon P.I.A., and consultation with the principal and staff, to meet the learning needs of students.	* **Consultation:** The teacher-librarian prepares the goals, taking staff input into consideration, discusses the goals with the principal, edits them and shares them as appropriate with staff.
The teacher-librarian in consultation with the principal and teachers provides effective organization of systems and procedures for the operation of the facilities and the use of the resources that reflect the changing needs of the school.	**Procedures:** Refer to The Brant County Elementary Library Resource Centre Procedures Manual for policies and procedures.

MANAGEMENT

Entry	Development	Effective
4. COLLECTION DEVELOPMENT		
The teacher-librarian in consultation with the principal develops the collection based on curriculum and student needs.	The teacher-librarian, in consultation with the principal develops a written Collection Development Plan based on curriculum and student needs.	The teacher-librarian in ongoing consultation with the principal and teachers develops and implements a written Collection Development Plan based on curriculum and student needs.

Refined

The teacher-librarian in ongoing consultation with the principal and teachers develops, implements and reviews a Collection Development Plan based on the school selection policy and the needs of the program and students.

Collection Development Tools

- curriculum guidlines
- professional library at the Teacher Resource Centre

*See - Brant Elementary Library Resource Centre Procedures Manual:

1.0 Collection Development

2.0 Selection of Learning Resources

3.0 Acquisition

4.0 Preparation for Circulation

5.0 Inventory (Weeding)

6.0 Budget

In Consultation With:

The principal and teachers provide input to the collection development plan.

Notes

PARTNERS IN ACTION GROWTH PROFILE: TEACHER

CURRICULUM AND INSTRUCTION

Cooperative Programming

- Frequency
- Planning Strategies
- Unit Planning

Program and Instruction

- Resource Based Learning
- Information Skills
- Literature and Media Integration
- Literature Awareness and Selection Skills
- Media Literacy
- Technology

Evaluation

- Student
- Unit
- Information Skills

PROGRAM MANAGEMENT

- Flexible Timetabling
- Resources
- Professional Growth

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER**

CURRICULUM AND INSTRUCTION: Cooperative Programing
The time spent on cooperative programming between teacher-librarian and classroom teacher is required for planning, instruction and evaluation. This might be done by the teacher-librarian and one or more classroom teachers. It may include other staff such as L.R.T's.
The principal facilitates this process.

Entry	Development	Effective
1: FREQUENCY		
The classroom teacher cooperatively programs with the teacher-librarian one unit of any size per year.	The classroom teacher cooperatively programs with the teacher-librarian one major unit per year.	The classroom teacher cooperatively programs with the teacher-librarian one major unit, plus a few minor and/or mini uints per year.
2. PLANNING STRATEGIES		
The teacher uses an informal verbal planning strategy to facilate cooperative planning with the teacher-librarian.	The teacher uses an informal written planning strategy to facilitate cooperative planning with the teacher-librarian.	The teacher uses a formal written planning strategy to facilitate cooperative planning with the teacher-librarian.
3. UNIT PLANNING		
The partners articulate resources activities and management strategies.	The partners articulate resources, activities and management strategies clearly and begin to describe objectives and evaluation strategies.	The partners cleary articulate in a written plan resources, activities, and management strategies, and develop effective objectives and evaluation strategies.

Refined
The classroom teacher cooperatively programs with the teacher-librarian two major units, plus a few minor and/or mini units per year.
The teacher uses a variety of informal and formal planning strategies to facilitate cooperative planning with the teacher-librarian.
The partners clearly articulate and interrelate a written plan, objectives, evaluation, strategies, resources, activities and management strategies.

Sample Planning Strategies

Informal

- talking in the hall or at break
- jotting down activity ideas
- brainstorming
- questioning

Formal

- using a planning guide for written plans
- using the cooperative programming planning sequence
- using monthly program planning chart
- using an information skills continuum checklist

Types of Units:

Major - 3-6 weeks
Minor - 1-2 weeks
Mini - up to one week
(Approx. 40 minutes per day)

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER**

CURRICULUM AND INSTRUCTION: Program and Instruction

The program involves the integration of information skills, literature, media and technology curriculum. A resoucce-based program enables the teacher and teacher-librarian to cooperatively accomplish this integration.

Entry	Development	Effective
1: RESOURCE-BASED LEARNING		
Partners plan learning experiences incorporating limited resources.	Partners plan learning experiences based on a wide variety of resources.	Partners plan learning experiences based on student interaction with a wide variety of resources that meet student learning needs.
2. INFORMATION SKILLS		
Partners plan, teach and evaluate information skills development through one unit.	Partners plan teach and evaluate information skills development from one unit to another.	Partners plan, teach and evaluate information skills development through several units during the year.
3. LITERATURE AND MEDIA INTEGRATION		
Partners use some literature and media for its own sake.	Partners use a limited range of literature and media to motivate learning.	Partners use a range of literature and media in a limited number of ways to develop concepts, skills and attitudes.

Refined
Partners plan learning experiences that focus on student interaction with a wide variety of resources appropriate to student learning needs and development along the information skills continuum.
Partners plan teach and evaluate information skills development through the year, and the teacher-librarian uses this information to plan with the next year's teacher.
Partners use a wide range of literature and media in a variety of ways to develop concepts, skills, and attitudes and meet student learning styles and needs.

Resource Based Learning:

"planned educational programs that actively involve students in a meaningful use of a wide range of appropriate print, non-print and human resources" (P.I.A. p.6)

Information Skills:

Each school has been encouraged to adapt the county "Research Study Skills" continuum to its individual/requirements.

The information skills continuum is the school's sequencial list of information skills organized according grade or division.

Learning Strategies:

The learning strategies needed to apply information skills are found in the Growth Profile support document Learning to Learn.

Literature:

folktales, novels, short stories, poetry, picture books biographies ...

Media:

T.V., radio, computer software, laserdiscs, film, filmstrip, video tapes, audio tapes, slides, multi-media kits and mass media, (newspapers, periodicals) ...

CURRICULUM AND INSTRUCTION: **Program and Instruction**

Entry	Development	Effective
4: LITERATURE AWARENESS AND SELECTION SKILLS		
Partners provide a variety of age appropriate literature.	Partners introduce a variety of age and interest appropriate literature and assist children with book selection.	Partners use a variety of good literature to help children develop the ability to select literature based on their individual interests, skills and needs.
5. MEDIA LITERACY		
Partners plan learning experiences incorporating limited media.	Partners plan learning experiences based student interaction with a wide variety of media resources.	Partners plan learning experiences that focus on student interaction with a wide variety of media resources to meet student learning styles and needs.
6. TECHNOLOGY		
The teacher is aware of the potential of media and computer technology for student learning.	The teacher develops skills required to use media and computer technology with students.	The teacher uses media and computer technology to facilitate student learning.

Refined	
Partners introduce a variety of good literature and develop readers who independently select books to meet and expand their interests and abilities.	**Literature Awareness:** This is experiencing and understanding a variety of types of literature. **Selection Skills:** These skills focus on the ability to choose appropriate print materials and to critically evaluate them. *See - Growing with Books;
Partners plan learning experiences that focus on student interaction with a wide variety of media resources that meet student learning needs to help develop media-literate learners.	**Media Literacy:** This is the understanding of how and why media is produced and the critical evaluation of its effect on us. *See - Media Literacy, Intermediate and Senior Divisions, 1989.
The teacher incorporates media and computer technology in cooperative programming with the teacher-librarian as a tool for student learning.	**Technology:** This term refers to computers and media technology such as V.C.R.'s and video cameras. * See - Objectives for using computers across the Curriculum K-8, 1986, p.3 2.2.6 Research/ Learning Skills.

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER**

CURRICULUM AND INSTRUCTION: Evaluation

As the planning and instruction of a learning experience can be accomplished through a cooperative effort, so can the evaluation. The amount of partnering in evaluation will depend on what arrangements were made during the planning of the learning experience. In addition to student evaluation the partners must also evaluate the unit to determine how to modify the objectives, activities, management and evaluation for future use.

Entry	Development	Effective
1: STUDENT		
Partners evaluate independently.	Each partner is responsible for evaluation during separate but cooperatively planned learning experiences.	Partners share responsibility for part of the evaluation during the cooperatiuvely planned and taught learning experience.
2. UNIT		
Partners independently evaluate at the conclusion of the unit.	Partners independently evaluate on an ongoing basis as well as at the conclusion of the unit.	Partners cooperatively evaluate at the conclusion of the unit.
3. INFORMATION SKILLS		
Partners use the skills continuum as a resource.	Partners use the skills continuum as a checklist to assist in planning and evaluation.	Partners adapt the skills continuum to student and curriculum needs as they plan, instruct and evaluate each year.

Refined	
Partners share the responsibility, for co-operatively evaluating on an ongoing basis the process and the product(s) of the learning experiences.	**Partnering:** This term refers to the cooperative process. *see - "Brant County Evaluation Policy".
Partners cooperatively evaluate on an ongoing basis as well as the conclusion of the unit.	
Partners review and adapt the skills continuum to student and curriculum needs by division.	**Skills Continuum Review Frequency** The skills continuum is reviewed and adapted by division on a two to three year cycle, so that one division reviews the continuum each year.

PARTNERS IN ACTION GROWTH PROFILE - **TEACHER**

PROGRAM MANAGEMENT

The teacher establishes an environment for learning in which students interact with a wide variety of resource materials. The teacher arranges the classroom timetable so that students will have a variety of opportunities to participate in cooperatively planned acivities.

Entry	Development	Effective
1. FLEXIBLE TIMETABLING		
The teacher plans with the teacher-librarian for large group activities.	The teacher plans with the teacher-librarian for large and small group activities in the library resource centre.	The teacher plans with the teacher-librarian for large group, small group and individual activities in the library resource centre.
2. RESOURCES (COLLECTION BUILDING)		
The teacher requests materials when required for curriculum needs.	The teacher identifies, shares and requests resources during cooperative planning, to meet the requirements of the curriculum.	The teacher, identifies, shares, and requests resources on an on going basis to meet the learning styles and needs of the children in the context of the curriculum.
PROFESSIONAL GROWTH		
The teacher attends professional growth opportunities related to new teaching strategies.	The teacher participates in professional growth opportunities related to PARTNERS IN ACTION: THE LIBRARY RESOURCE CENTRE IN THE SCHOOL CURRICULUM.	The teacher seeks opportunities for professional growth related to a variety of teaching strategies such as cooperative programming, resource-based learning and literature based language (whole language).

Refined	
The teacher plans with the teacher-librarian to timetable cooperatively planned learning activities to meet the needs of the children.	**Flexible Timetabling:** The timetables of the classroom, the library-resource centre and the teacher-librarian must be flexible to facilitate cooperatively planned learning activities.
The teacher participates in the development and review of the school selection policy and the ongoing development of the library resource centre collection to meet the learning styles and needs of the children in the context of the curriculum.	
The teacher determines his or her professional needs and develops goals* for professional growth related to PARTNERS IN ACTION.	* **Example of Goal:** A teacher may set the goal of developing a more flexible classroom timetable to facilitate cooperative programming.

APPENDIX A

The Role of the Coordinator of Media Services

The Coordinator of Media Services, may assist in the following aspects of the library resource centre program, depending on the needs of the individual, school or system.

Facilitating the Implementation of Partners in Action

at the system level by:

.inservicing through workshops and BETLA meetings
.involving teacher-librarians and their partners in curriculum writing and presenting
.informing teacher-librarians, principals and teachers of professional materials, conferences, seminars...

at the school level by:

.planning and presenting with the teacher-librarian and principal, workshops on:
- -Partners in Action
- -Partners in Action Growth Profile
- -The Library Resource Centre Program
- -Cooperative Programming
- -Resource-Based Learning

.participating in cooperative programming by teacher, grade, division or school

at the individual level by:

.supporting, encouraging and facilitating professional growth plans through:
- -consultation
- -coaching
- -arranging visitations and peer coaching

Selecting School Library Resource Centre Staff

.consulting with the principal to discuss interview process and questions (see Appendix C)

Designing Library Resource Centres

.arranging visits to see library resource centres in our Board and other Boards
.developing a plan with the principal and teacher-librarian
.recommending library resource centre furniture and equipment

Developing the Collection

.providing guidelines for collection development
.recommending print and non-print resources
.arranging buying trips and displays

APPENDIX B

Partners in Action

Growth Profile

User's Manual

The Brant County Board of Education
c. 1992

PARTNERS IN ACTION GROWTH PROFILE: USER'S MANUAL

Purposes

1. To develop and enhance the confidence and self-esteem of the 3 partners in their growth in the use of the P.I.A. document.

2. To provide continuous and constructive feedback to the 3 partners re: level of development in the use of PIA and plans for future growth.

Uses of the Profile:

The profile can assist in self-evaluation for each partner.

The profile can assist in a peer-coaching setting.

The profile can assist in setting specific goals for professional growth.

The profile can assist in developing a personal professional growth plan (Growth Strand).

The profile can assist in developing a school library resource centre plan.

Considerations

1. It is acceptable to be at different levels of the profile in different dimensions at various times during the year.

2 a) Teacher-librarians will be at different levels of development based on their experience, staff, principal, time, space, collection, budget.

b) Classroom teachers will be at different levels of development based on their experience, their teacher-librarian's experience, other staff, principal, time, space, collection, budget.

Ideas For Planning Time

1. Before school (8:00-8:45 a.m.), lunch, hour, after school (3:45-? p.m.) - set a specific time and treat it as you would any appointment → be there on time.

2. During preparation time of teacher's (book yourself as you would for anything else).

3. Have students involved in a learning activity while you are meeting at the back of the room, planning with your partner.

4. The principal or vice-principal could volunteer to cover the students while the two partners are meeting.

Tools to Facilitate Use of the P.I.A. Growth Profile

1. **Partners in Action Growth Profile: Self-Evaluation**

   This tool is designed for use by the partnership to assess where they are in terms of their professional growth in the implementation of Partners in Action. This data gathering can facilitate the setting of goals for professional growth.

2. **Growth Profile Tracking Sheet**

   This tool is designed to assist the teacher and teacher-librarian in tracking and setting goals for professional growth through several units of study. Provision is made for focusing on the Partners in Action Growth Profile, but also for addressing other Growth Profiles.

3. **Blank Growth Profile Tracking Sheet**

   This tool is included for those innovators who wish to adapt and refine the tracking sheet.

*jmc/ref.244

Partners in Action - Growth Profile: Self Evaluation

Year: _____

☐ School Wide ☐ Team: Classroom Teacher _____ Teacher-Librarian: _____

Dimension: _____ Sub-Dimension: _____ Strand: _____

En - Entry Dev. - Development Eff. - Effective R - Refined

CURRICULUM and INSTRUCTION

Co-operative Programming

1. Frequency
   En. Dev. Eff. R
   Comments: _____

2. Planning Strategies
   En. Dev. Eff. R
   Comments: _____

3. Unit Planning
   En. Dev. Eff. R
   Comments: _____

Program and Instruction

1. Resource-Based Learning
   En. Dev. Eff. R
   Comments: _____

2. Information Skills
   En. Dev. Eff. R
   Comments: _____

3. Literature and Media Integration
   En. Dev. Eff. R
   Comments: _____

4. Literature Awareness and Selection Skills

En. Dev. Eff. R

Comments: _____

5. Media Literacy

En. Dev. Eff. R

Comments: _____

6. Technology

En. Dev. Eff. R

Comments: _____

Evaluation

1. Student

En. Dev. Eff. R

Comments: _____

2. Unit

En. Dev. Eff. R

Comments: _____

3. Information Skills

En. Dev. Eff. R

Comments: _____

Partners in Action - Growth Profile: Self Evaluation

Year:

☐ School Wide ☐ Teacher-Librarian: _____

Dimension: _____ Sub-Dimension: _____ Strand: _____

En - Entry Dev. - Development Eff. - Effective R - Refined

Educational Leadership

1. Advocacy
   En. Dev. Eff R.
   Comments: _____

2. Communication
   En. Dev. Eff R.
   Comments: _____

3. Professional Growth
   En. Dev. Eff. R.
   Comments: _____

Management

1. Flexible Timetabling
   En. Dev. Eff. R.
   Comments: _____

2. Goal Setting
   En. Dev. Eff. R.
   Comments: _____

3. Systems
   En. Dev. Eff. R.
   Comments: _____

4. Collection Development
   En. Dev. Eff. R.
   Comments: _____

Partners in Action - Growth Profile: Self Evaluation

Year:

Teacher : _____

Dimension: _____ Sub-Dimension: _____ Strand: _____

En - Entry Dev. - Development Eff. - Effective R - Refined

Program Management

1. Flexible Timetabling

En. Dev. Eff. R.

Comments: _____

2. Resources

En. Dev. Eff. R.

Comments: _____

3. Professional Growth

En. Dev. Eff. R.

Comments: _____

GROWTH PROFILE TRACKING SHEET

Teacher-Librarian: _____ Teacher: _____ Grade: _____

Teacher-Librarian/Classroom Teacher: Fill in the date, unit, strand and level at the beginning of the unit. Make your comments after the unit is completed. Fill in level at the end of the unit.

Classroom-Teacher: What instructional strategy, strand or other curriculum area are you working on?

Partners: What was accomplished in the unit? Was their growth in the strand you were working on? Where are you after the completion of the unit?

Date: _____ Unit: _____ Strand: _____ Level: |___|___|_____| En Dev. Ef. Ref. Comments: _____ Level: |___|___|_____| En Dev. Ef. Ref.	Date: _____ Unit: _____ Strand: _____ Level: |___|___| ___| En Dev. Ref. Comments: _____ Level: |___|___|_____| En Dev. Ef. Ref.	Date: _____ Unit: _____ Strand: _____ Level: |___|___|_____| En Dev. Ef. Ref. Comments: _____ Level: |___|___|_____| En Dev. Ef. Ref.	Date: _____ Unit: _____ Strand: _____ Level: |___|___|_____| En Dev. Ef. Ref. Comments: _____ Level: |___|___|_____| En Dev. Ef. Ref.
Strand/Strategies: _____ Comments: _____ 	Strand/Strategies: _____ Comments: _____ 	Strand/Strategies: _____ Comments: _____ 	Strand/Strategies: _____ Comments: _____

GROWTH PROFILE TRACKING SHEET

APPENDIX C

APPENDIX C

Selecting the Teacher-Librarian: Possible Interview Questions

In the interview process it is important to identify knowledge, skills and attitudes that will ensure a quality Library Resource Centre program which will enhance staff development, collaboration and student learning within your school. You may wish to select from the following list of questions or use them to spark other ideas.

Preliminary Probes

1. What learning and experiences have you had which have directly prepared you for this position?
2. What do your current administrators, staff and students say are your strengths? Areas for growth?
3. What are the current trends in Teacher-Librarianship? How do they fit your philosophy?

Cooperative Programming

1. What is the role of the Teacher-Librarian in planning and delivering programs to meet student needs?
2. How have you worked with your teachers and principal to develop an information/learning skills continuum?
3. Describe what you have done/would do when your principal has asked you to facilitate the development and implementation of a new document or program or initiative?
4. Describe how you have facilitated the cooperative development of a significant program.
5. What process have you used to cooperatively plan and develop a unit of study with a teacher? (see Appendix D, Cooperative Programming Process)
6. How do you work with teachers to track the acquisition of information/learning skills through the year and from grade to grade?

Program and Instruction

1. How have you established a climate conducive to learning in the Library Resource Centre?
2. Describe student and teacher use of the Library Resource Centre?
3. Describe the types of learning outcomes that you have focused on integrating with the curriculum. (see Partners in Action Growth Profile, Curriculum and Instruction: Program and Instruction p. 12)
4. How have you played a significant role in the reading development of students?
5. How have you played a significant role in the information/learning skills development of students?
6. How do you encourage the acquisition of skills and the effective use of learning resources through the use of specific teaching units?

Evaluation

1. What role do you play as Teacher-Librarian in evaluation within the school? (student, unit, program)

2. How do you ensure that the Library Resource Centre and the Library Resource Centre program meet the needs of students and staff?

3. How do you evaluate the Library Resource Centre program? (see 2.2.2 Goal Setting)

Leadership

1. How do you as a Teacher-Librarian establish good rapport with staff, students and community?

2. In what ways do you act as a leader in your current role / as Teacher-Librarian?

3. How have you/will you develop a strong team approach with other teachers on staff?

4. How have you advocated the Library Resource Centre Program?

5. How have you promoted the excitement of learning , the love of literature and media and the effective use of learning resources?

6. What do you see as one of the greatest challenges in the Teacher-Librarian role? What have you done to meet this challenge?

7. The implementation of change presents many challenges. In the implementation of Partners in Action, how have you met the challenge of a teacher who was uncomfortable with the changes involved?

8. What have you done recently for personal professional growth?

Management

1. How have you developed and allocated the Library Resource Centre budget?

2. How do you organize and manage the Library Resource Centre to ensure easy and effective access to the resources and services you provide?

3. How have you developed policies and procedures for selecting materials? What are the main components of such a policy?

4. What strategies do you use to facilitate flexible timetabling and teacher involvement in cooperative programming?

5. How have you involved volunteers in the Library Resource Centre?

6. How have you dealt with a parent or community member who was concerned about a particular book or other learning resource in the Library Resource Centre?

7. How much of your time in the Library Resource Centre is spent working with students and teachers?

APPENDIX D

APPENDIX D

Additional Resources

Title	Page
Cooperative Programming Process	1
Transition From a School Library to a Library Resource Centre (P.I.A. p.16-17)	2
Time Management	4
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. Sample Completed Year in Review Chart	8
. Year in Review Chart	9
Collection Development for School Library Resource Centres	10
. Collection Analysis Chart	12
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. Selection of Learning Resources for School Library Resource Centres	14

COOPERATIVE PROGRAMMING PROCESS

A. TEACHER-LIBRARIAN & CLASSROOM TEACHER PREPLANNING:

1. Contact - teacher and/or teacher-librarian does review of needs
   - contact other partner with identified needs/topic
2. Reserve Planning Time.
3. Identify Resources.

B. COOPERATIVE PLANNING:

Unit Focus:

1. Discuss what you want children to learn from this unit: knowledge, skills, attitudes.

Objectives/Learning Outcomes:

2. Identify which knowledge, skills and attitudes you want to develop in this unit on your planning sheet.

Activities:

3. Identify the activities needed to develop the learnings.
4. Sequence them on your planning sheet.
5. Determine responsibilities.
6. Book times and locations for learning activities.
7. Determine actual resources needed and arrange for.

Evaluation:

8. Plan - how you are going to assess - student progress
   - success of the unit
   - who will assess what

C. INSTRUCTION:

9. Teach the unit adjusting as needed with constant dialogue between partners and ongoing evaluation of student progress and instructional needs.

D. EVALUATION:

10. Partners share evaluation tasks and information as the unit progresses and at the conclusion of the unit.
    Partners meet to evaluate the unit, its strengths and weaknesses and to project future needs.

Partners in Action Library Resource Centre Growth Profile
from Partners in Action: The Library Resource Centre in the School Curriculum p 16-17

The stage of development of a school's resource-based programs and the degree of involvement by the library resource centre in the school's programs will determine the need for personnel, facilities, and materials. The accompanying chart shows the phases of growth of the support elements and provides guidance for principals in establishing goals for the transition from a school library to a library resource centre.

Transition From a School Library to a Library Resource Centre

	Phase I	Phase II	Phase III
1. Program	The role of the teacher-librarian and the role of learning resources are not considered in relation to curriculum development.	The teacher-librarian and the library are perceived as providing an auxiliary service, which is marginally involved in curriculum development.	Teacher-librarians are encouraged to become totally involved in the development, implementation, and evaluation of curriculum.
2. Personnel	A teacher-librarian is added to the staff after all other school positions have been assigned.	The teacher-librarian is hired on a part-time or full-time basis, depending on student enrolment.	Teacher-librarians are part of the total professional staffing component and are hired on a full-time basis in the light of program requirements and student enrolment.
	There is no paid support staff.	School clerical personnel are assigned as support staff on an occasional basis.	Support staff consists of trained school library assistants and/or library or audio-visual technicians.
	Volunteer staff consists of students.	Volunteer staff consists of adults and students.	Volunteer staff consists of trained adults and students.
3. Facilities	Facilities consist of a small area or classroom not large enough to accommodate more than a few students at a time.	Space is provided for some library functions and is large enough to accommodate one class of students.	Facilities are designed to accommodate individuals, small groups, and large groups. Provision is made for a variety of learning activities (e.g., listening, viewing, using microcomputers, reading, and researching).
4. Collections	The learning resources consist mainly of uncatalogued books, dictionaries, and atlases. Selection is done independently by the teacher-librarian and classroom teachers.	The resources consist of a limited collection of learning resources selected and organized by a teacher-librarian.	An extensive and comprehensive collection of learning resources is selected by teachers and the teacher-librarian to facilitate resource-based learning. Support staff organizes the collection using cataloguing and computerized services.
	Materials and equipment are housed in various areas of the school.	Most materials and equipment are housed in the resource centre.	Although materials and equipment are centrally housed, these are lent freely to students and to teachers as

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	Phase I	Phase II	Phase III
5. Management	The management of the library program is determined by the availability of personnel and space.	The management of the library program involves setting up regularly scheduled class visits for book exchange and for the teaching of library lessons that are unrelated to classroom learning activities.	Teacher-librarians, in consultation with the principal, establish, implement, and evaluate library resource centre objectives. They also administer such support elements as timetabling, flexible scheduling, budgeting, and the supervision of library staff.
6. Board-operated resource centre support	The board provides occasional system direction.	The board provides for the acquisition of learning resources and a board professional library.	The board provides a variety of support and consultative services under the direction of a full-time learning resources co-ordinator.
7. Financial support	Financial support is minimal.	Financial support is determined by formal or line budgeting.	Financial support is determined by program requirements and long-range planning.
8. Program advocacy	No attempt is made to involve staff in planning the library resource centre and its program or to communicate the potential role of a teacher-librarian.	Only sporadic attempts are made to inform teachers and other educators about educational programs that use a variety of resource materials.	Teacher-librarians accept responsibility for interpreting the role of the library resource centre in the teaching and learning activities of the school to teachers, principals, supervisory officers, parents, trustees, and students.

3.3.2 Time Management

In order to manage your time effectively, you need to use a number of tools. Your **daybook** manages the details of your day and allows a supply teacher to take over when you are absent. Your **booking system** enables you to manage your weeks and months. Two booking strategies have been found to be quite useful.

a) A binder with each day outlined as to times is useful when booking times with teachers. It is portable yet can be kept on display. Sheets can be removed and put in your Daybook as the day arrives.

b) A chart is larger and more visable. It can be laminated and put up on a bulletin board. Bookings can also be entered as you plan with teachers, but must later be transcribed into your Daybook. An advantage lays in the ability to rub off the bookings as the time passes and to reuse the chart.

Monthly Charts of types of units and activities with teachers posted visably, are very useful when planning with teachers and for your own time management. You should be able to see quickly whether you can handle the load or not as you select a month with the teacher. Monthly and **Year End Charts** make excellent reporting tools for your program discussions with your principal.

HOW TO USE THE COOPERATIVE PROGRAMMING PLANNING TOOLS

The Cooperative Programming Planning and Review Tools are designed to offer Teacher-Librarians tools for time-management and the tracking of units of study, partnerships and skills.

1. MONTHLY PLANNING CHARTS

The Monthly Planning charts are management tools, not scheduling tools. Your timetable fills the scheduling function and your daybook elaborates. The monthly planning charts enable you to:

* effectively plan use of time available.
* see which staff need to be included in future partnering.
* decide which subject areas are in need of further development.
* track the skills you have planned for the unit. (At the end of the unit check off those skills introduced, practiced or mastered. Use this information in planning future units.)
* advocate your program by sharing these charts with your principal and teachers.

HOW TO USE THE MONTHLY PLANNING CHARTS

1. When planning with teachers enter the unit and details on the chart.
2. Indicate the unit topic or theme.
3. Describe the type of unit: Major - 3-6 weeks
   Minor - 1-2 weeks
   Mini - 1 week or less
   (3 major units in one month would be a maximum load depending on the amount of your involvement and your library resource centre time)
4. List the objectives of the unit: skill, affect and knowledge.
5. Use the monthly charts in monthly meetings with your principal to keep the principal aware of the program and your role.

2.COOPERATIVE PROGRAM PLANNING AND TEACHING YEAR IN REVIEW CHART

This reporting tool enables you to analyse the development of your program for the year and provides a brief and clear picture of your program for your year end report to your principal and staff. It also provides the information you need to set your program goals for the following year.

The Year in Review chart enables you to:

* further principal and staff awareness of school partnerships and program.

* provide the means for everyone to see, at a quick glance, partnering in action: who, when, what, how...

HOW TO USE THE COOPERATIVE PROGRAM PLANNING AND TEACHING - YEAR IN REVIEW CHART

1.List the grade and teacher so that anyone looking at the chart can tell which classes/teachers have been involved with the unit. (This helps with rotary classes, LRT's and French Teachers.)

2.Enter beside each class/teacher the unit of study and the activities completed for each month.

3.Indicate whether the unit was major, minor or mini.

4.Share this information with your principal, staff and coordinator. It is powerful advocacy for your program.

UNITS FOR THE MONTH OF _____ K-8 _____ RESOURCE CENTRE

GRADE/ TEACHER	LANGUAGE ENGLISH/FRENCH	ENVIRONMENT STUDIES	THE ARTS	OTHER	OBJECTIVES

Sample Chart

COOPERATIVE PROGRAM PLANNING AND TEACHING - THE YEAR IN REVIEW

GRADE	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
K	Orientation (Ba,Bu) 3 sessions			Bears theme stories & listening centre (Bu) 4 sessions	Chinese New Year stories (Ba,Bu) 3 sessions	Dragon stories (Ba,Bu) 3 sessions		Farm Animals stories and (4 sessions)	theme collage	
1	Orientation (J,H,R) 3 sessions					Gr. 1,2,3 Dennis Lee program at V.P.L. 3 sessions			Research project/Pets (J) 4 groups/5 sessions each	
2	Orientation (Pi,M,Pa) 3 sessions			Jacob Two-Two Day (M,Pa)	Mammals Research (H) 3 groups/4 sessions each	Space Research (E) 3 groups/5 sessions each				
3	Orientation (PI) 3 sessions Dictionary (Pi) 6 sessions		Dictionary Skills (PI) 3 groups/8 sessions each			Reptiles research group (F) 7 sessions	Chocolate Day (Pi)		Dinosaurs Research (Pi) 4 groups/5 sessions each	
4	Orientation (S,R,P) 2-3 sessions		Gr. 4/5 Enr. groups Xmas research (S) 2 sessions		O.A. Jacob-Two-Two Day (R,P)	O.A. Research/Human Body (F,N) 2 total group lessons 3 groups/3 sessions each				
5	Orientation (P,G,W,M) 3 sessions		S.S. unit/Pioneers (W) 20 sessions Novel Study Group (M) 15 sessions			Research on Beavers (M) 4 groups/ 6 sessions		Fur Trade Project (W) 15 sessions Ancestry Unit (G) 3 sessions	Novel Study Group (M) 10 sessions	
6	Orientation (W,B,G) 2-3 sessions	Culture Realms Picture Study (G) 12 sessions	Human Body Research (B) 4 sessions notetaking	B.C. Study (G) 2 groups 6 sessions each	Japan research (G) 10 sessions Novel Study Group (G) 9 sessions				Pre-Camp program (G,B) 3 groups/4 sessions each	
7	Orientation (M,C,Mc) 3 sessions	S.S. Research/ Pre-historic Man 7 sessions each	Gr. 6/7 (C,S) (S) 4 groups each	Enr. Groups s. project /2 sessions		Research Project (P,P,P) 3 classes/10 sessions each	/Greece Pre-Camp Program			
OTHER	New Teacher Orientation Student Teacher 4 sessions	Sci. Space Research (D) 5 sessions In-Service	Mothers Program Canadian Lit. Program	Primary Stories I.R.P. Xmas Party & Puppet Show			8 groups/ 1 session E.S.L. group Alphabet Book	Preschool Program Activities		Class visits re. Public Library Summer Programs

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COOPERATIVE PROGRAM PLANNING AND TEACHING - THE YEAR IN REVIEW

GRADE	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE

COLLECTION DEVELOPMENT FOR SCHOOL LIBRARY RESOURCE CENTRES

Collection development is a systematic process administered by the teacher-librarian to bring together print and non-print resources to meet users' needs.

1.0 COLLECTION DEVELOPMENT PLAN

It is the responsibility of the teacher-librarian in consultation with the principal and classroom teachers of the school, to develop a written collection development plan. The Coordinator of Media Services can offer support for this process.

1.1 ANALYSIS OF NEEDS

A careful analysis of the needs of the collection should take into consideration the following factors:

1) Curriculum Guidelines
   - Ministry of Education Documents
   - Brant County Board of Education Documents
   - In School Courses of Study
   - Special School Programs
2) Instructional Strategies
   - Instructional Methods used by the staff such as independent study
3) Student Body Composition, Abilities and Interest
4) Selection Policy
5) Current State of Collection
6) Available Budget Funds
7) Availability of Resources

1.2 ACTION PLAN

Once the needs of the program, teachers and students are identified, the constraints delineated, and the collection evaluated, the teacher-librarian should prepare a systematic plan for collection development over a 3 to 5 year period, in consultation with the principal and teachers.

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1.3 MEDIA SERVICES SUPPORT FOR COLLECTION DEVELOPMENT

In order to achieve the goal of developing quality collections, guidance and assistance is provided to those doing the selection of materials. Media Services can provide some assistance in the following areas:

1) The cooperative development of general evaluative guidelines for the selection of materials;
2) A wide range of current and retrospective selection aids;
3) A professional library;
4) Support in evaluating and reviewing of resources, and the sharing of these reviews;
5) Providing opportunities for teacher-librarians to select materials from print and non-print displays, and/or visits to suppliers.

ANALYSIS

	CURRENT COLLECTION NUMBERS	WEEDING	EVALUATION OF COLLECTION NEEDS
000			
100			
200			
300			
400			
500			
600			
700			
800			
900			
REF			
FIC			
PRO	93		94

ACTION PLAN

RATIONALE	5 YEAR PRIORITIES	YEAR 1	YEAR 2	YEAR 3

13

2.0 SELECTION OF LEARNING RESOURCES FOR SCHOOL LIBRARY RESOURCE CENTRES

2.1 STATEMENT OF INTENT

The Brant County Board of Education endeavors to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students, teachers and program.

2.2 OBJECTIVES OF SELECTION

The objective of selection is to match learning resources to user needs. The term "learning resources" refers to print and non-print materials which are available in the school library resource centres.

2.3 CRITERIA FOR SELECTION OF LEARNING RESOURCES

Curricula materials:

- reflect the stated aims and objectives of the program they are intended to support
- are appropriate to the age, ability, social and emotional maturity of the students
- provide growth not only in factual knowledge, but also in literary and aesthetic appreciation
- represent a balance between today's world and the world of the past
- represent the work of credible, competent writers and illustrators
- reflect the philosophy of sex equity
- stimulate critical skills in evaluating both the form and content of materials
- are chosen for their positive features rather than rejected for their negative qualities
- are selected by placing reason and principle above personal opinion and bias
- reflect the technological change in our society
- prepare students to live in our multicultural society and in an increasingly interdependent world
- include Canadian print and non-print materials of good quality.

2.4 PROCESS OF SELECTION

2.4.1 In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.

2.4.2 Recommendations for purchase involve administrators, teachers, students, board personnel and community persons, as appropriate.

2.4.3 Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

2.4.4 Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

2.4.5 Emphasis should be placed on meeting the needs in the specific collection of each school.

2.6 Procedure for Challenged Materials

Questions regarding the suitability of particular library resource centre materials should be resolved informally at the school level if possible.

Procedure

1.0 The principal, the teacher-librarian, or other appropriate staff should explain to the questioner the school's selection procedure, criteria and qualifications of those persons selecting library resource centre materials.

2.0 The principal, the teacher-librarian, or other appropriate staff should explain why the item has been included in the library resource centre collection and how it is intended to be used.

3.0 The principal should determine whether the problem is in fact one of censorship or one of compulsion. Will the questioner be satisfied if alternate materials are made available?

4.0 The principal may choose to request the complaint in writing using the "Request for Reconsideration" form.

5.0 If the matter cannot be resolved at the school level, then the principal consults with board level personnel.

REQUEST FOR RECONSIDERATION

Book _____ Other (Identify) _____

Author: _____

Title: _____

Publisher: _____

Request initiated by: _____

Telephone: _____ Address: _____

Complainant represents:

_____ himself _____ (identify other group) _____

_____ (name organization) _____

(If objection is to material other than a book, change wording to the following questions so that they apply.)

1. What do you believe is the theme of the book? _____
2. To what in the book do you object?—

   (Please be specific; cite pages.)
3. Why do you think this book may have been selected for the collection? _____

   _____
4. What do you feel might be the result of reading this book?

   _____
5. For what age group would you recommend this book?

   _____
6. Did you read the entire book? _____ What parts? _____

   _____
7. Is there anything good about this book?

   _____
8. Are you aware of the judgment of this book by literary critics?

   _____
9. What would you like your school library to do about this book?

   _____ do not lend it to my child.

   _____ withdraw it from all students as well as my child.

   _____ send it back to the staff selection official for re-evaluation.
10. In its place, what book of equal quality would you recommend that would convey as valuable a picture and perspective of the subject read?

    _____